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Editorial

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EDITORIAL

Dr. Jennifer Bay, Associate Professor of English



Welcome to the fall 2020 issue of the *Purdue Journal of Service-Learning and International Engagement* (PJSL). We are living in unprecedented times. While the articles featured in this year's issue may not reflect the reality of our current situation, they attest to the important work that

students and faculty are doing in our communities.

PJSL is dedicated to providing a forum in which current and recently graduated Purdue students share their service-learning, civic engagement, and global learning experiences through scholarly work. The articles in this issue demonstrate the strength and resilience of our community engagement efforts. From the unique music therapy program that engages communities surrounding Purdue University–Fort Wayne, to international experiences in Kenya and Tanzania, to newer community partnerships with the Hartford Hub and the North End Community Center in Lafayette, our Purdue students and faculty use their knowledge and skills to make a difference in our world.

Our cover features a unique collaboration between an EPICS team and a local artist that hangs at the North-end Community Center in Lafayette, Indiana. Using 3D

printing methods, EPICS team members captured several distinctive features of the Northend neighborhood, which local artist Zach Medler then used to develop a multi-media depiction of the neighborhood. What is unique about this partnership is how it captures the collaborative knowledge-making process that can happen when we open ourselves to community involvement.

This year, we say goodbye to Weiran Ma, PhD student in technology, as our journal coordinator and welcome Korbyn Torres as editorial assistant. We continue to be grateful to Purdue's Director of Service-Learning Lindsey Payne and Associate Provost for Engagement Steve Abel for their unwavering support of the journal.

For our next issue, we invite manuscripts for two special sections of the journal: a section on service-learning challenges and innovations during the Covid-19 pandemic and a section on the important roles that diversity, equity, and inclusion play in our community engagement work. In both of these sections, we seek to amplify marginalized student voices whose community engagement work is informed by their academic education. We hope these contributions will open up new understandings of what service-learning can and should be in the future.

We wish everyone a successful year as we continue to engage both locally and globally during this challenging time.